



DISCI 2016
1ST INTERNATIONAL CONFERENCE ON
DISCOURSE
AND
COMMUNICATIVE INTERACTION



Book of Abstracts

"GHEORGHE ASACHI" UNIVERSITY OF IAȘI
DEPARTMENT OF TEACHER TRAINING
CHAIR OF FOREIGN LANGUAGES
LINGUATEK CENTRE FOR COMMUNICATION AND APPLIED LANGUAGES



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Dear Participants,

On behalf of the Organizing and Programme Committees, we are honoured to welcome you to the 1st International Conference on *Discourse and Communicative Interaction*, DISCI 2016, organized by the Chair of Foreign Languages from the Teacher Training Department and by Linguatek Centre for Communication and Applied Languages of “Gheorghe Asachi” University of Iași.

The programme of the 1st International Conference on *Discourse and Communicative Interaction* provides a valuable background for a fruitful exchange of ideas, experiences and discursive know-how. It covers the following broad thematic sections: *Discourse and Professional Communication, Language as Discourse, Discourse and (Inter)Action, Investigating Literary Discourse, Discourse and the Translator*.

We would like to express our recognition and thanks to the members of the Scientific Committees and to the management of “Gheorghe Asachi” Technical University for their valuable involvement in our event. Our thanks are extended towards all the participants whom we sincerely welcome at the DISCI Conference. May we all generate a stimulating, enjoyable and rewarding discourse!

The Organizing Committee

DISCI 2016

Abstracts

Relative Syntagmas in the Discourse of the Azerbaijani and English Languages

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The article deals with the research of relative syntagmas in the discourse of the Azerbaijani and English languages. They are researched as syntactic units of linguistics, and explained as a semantic-syntactic event in the article.

The subject of scientific interest in this article is the study of relative syntagmas in spontaneous speech, the syntax of oral narrative. But the object of study is to review the linguistic theories of English studies, the definition of typological studies which may be used in the development of relative syntagmas of the Azerbaijani language, and the study of relative syntagmas in the dialogue, in the aspect of discursive thought. Achieving the goals involves solving several major problems: identifying the key structural, national and cultural characteristics and levels of discursive thinking within the framework of the Azerbaijani and English national speech culture; analysing the features of perception of verbal text as a situation of relative isolation of significant elements of the syntagma, their primary and secondary meanings, the use of idiomatic language and symbolic fields for nomination in the situation as a whole and its individual components; considering the features of construction of relative syntagmas in the dialogue, clarifying the verbal and nonverbal functions, determining the types of connections and relationships to the whole; considering the specifics of perception of non-verbal texts through the prism of national and cultural features.

The theoretical significance of the work is determined basically as an integrated approach to the study of relative syntagmas in oral discourse. The results of the analysis are important for the study of English and Azerbaijani national language pictures of the world in the study of communicative competence. The study reveals the similarities and differences in the formation of discursive thought, language personality in different national cultures, depending on a number of extralinguistic and interlinguistic factors.

On Expectancy Theory. Insights from a Teaching Perspective

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All expectancy theories are developed from an organizational viewpoint, most of them trying to improve the system performance, at least in theory, by proper identification of the right stimulus that can be applied to employees to increase their motivation level and overall efficiency. However, the empirical formula developed for motivation, as considered in expectancy theory, seems to be useful not only for organizations, but also applicable to education systems, at all levels. In this article, expectancy theory is applied (reported) to the particular case of the education system (university level) and the benefits of motivational discourse, seen as spoken communication, are identified taking as example the activity of the lab instructor with particular mixing between the classical teaching activity and business/entrepreneurship skills usually involved for positive behavior change of employees.

The Ecological Discourse in Media Culture.

A Cinematic Case-study

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The contemporary media culture has reached a level where concepts such as ecology, environmental protection, pollution and sustainable development are included in its most basic vocabulary, whereas environmental ethics is going through a cultural metamorphosis with negative implications, marked by subtextual anthropocentrism and a collective need for spectacle. However, when it comes to displaying the tenets of the ecological discourse, it is difficult to express its ideas against a background of general comprehension and adequacy. The philosophy of

sustainable development is often disorienting, as the audience is either unprepared or unwilling to grasp the main facts because they interfere with modern comfort and culturally-enhanced social needs. Among the variety of forms of representation, cinema has constantly offered countless approaches to the humanity-versus-nature dichotomy. The present paper focuses on the movie “Birdemic: Shock and Terror”, which can be analysed on two different levels of meaning, highlighting the nature and function of an intricate ecological discourse.

Text and Discourse in the Realm of Legal Language

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The two notions of text and discourse have been thoroughly defined and many debates have been caused by their synonymic use. The two notions under discussion in this paper imply further discussions as their distinction or synonymy reflects upon two other fundamental concepts, namely text linguistics and discourse analysis.

As the result of human interaction, a text is a complex puzzle which should be regarded as such and not be reduced to a restricted number of elements, such as internal structure, context, co-text, intra or intertextuality, etc. Each piece of this puzzle has its own function and is an integral part of the whole, bringing new information in understanding the process of text creation and analysis. The distinction between text and discourse and, consequently, text analysis and discourse analysis is problematic, if not downright disadvantageous. It cuts into the basic elements of text and discourse in order to give a clear, though misleading image of what these two notions represent separately and in contrast to each other. The perspectives that allow a set of features and functions to be shared by the two notions are more realistic and productive, leading to more precise and valuable approaches.

When applied to the language of the law, this type of investigation implies the analysis of the legal text in connection to the wider system of discursal elements to which it belongs. The legal text is thus linked to

legal discourse by shared features such as participants (sender – lawmakers, jurists, lawyers, companies; receiver – laymen, executive authorities, institutions; and, in some cases, a translator), context (situation, extralinguistic environment, socio-discoursal interaction) and intertextuality.

*Communication Issues and the Perspectives of the Students
from the North-East Region of Romania on the Immigrants’
Waves in the European Union*

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Our paper presents the main findings of a study based on an empirical analysis on the perspective of the problems of immigration for the students in the North-East region of Romania and how these problems are communicated. The research had two objectives: to measure the awareness degree among the students from the NE Region regarding the actual migration crisis in EU and in Romania and to find out their opinions on the problem. In order to achieve these objectives, a survey was conducted by applying a questionnaire on a representative sample group of roughly 400 students from the main university campuses of the North East region: the one from Iași, Bacău and Suceava. The published results of the research can be considered as a way for the students from this region to communicate their ideas on this fiery problem. The study is a pioneering one in this region and in what concerns the targeted population. The theme is one of the most ardent issues on national and European level; therefore it represents a statement and a contribution in terms of information for policymakers and politicians in the upcoming local and legislative election from this year, in order to be aware of the demands from their young electorate. Coordinator: Tudor Stanciu.

Aspects of English and Chinese Discourse in East Asia

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I begin by offering a personal perspective of discourse differences between Chinese (Mandarin) and English. I then refer to examples - actual test responses in the TOEIC (Test of English for International Communication) by learners from East Asia that illustrate the challenges of defining the setting of the communication event and grading student responses. Finally, based on a short dialog in Chinese, I present some insights into differences between the use of “apologies” by native English speakers and native speakers of Chinese. I conclude by offering suggestions for the instruction English language discourse “norms”.

Gender and Dramatic Discourse

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The paper focuses on the discourse of the dramatic characters, i.e. on the content of the utterances they exchange in the dialogue, and on sex/gender differentiation to be derived from them. It is obvious that the easiest to be recognized are the character’s linguistic cues. They illustrate some of the linguistic features identified by Robin Lakoff in *Language and Woman’s Place* (1975) and regarded as indices of the female register: lexical differences, in the use of a vocabulary related to women’s interests, domestic sphere, feelings; syntactic features like the mitigating use of tag questions which reduces the force of assertions; pragmatic features, e.g. the use of requests in place of commands. The situational cues are next in importance for it is as participants in speech events that the characters are usually perceived. The basic elements that configure such events, to be referred to in our analysis, have been most appropriately described by

Dell Hymes in *Ethnography of Communication* (1972). However, for a topic like ours that involves the construction of a gender identity, it is essential to realize that speech events occur in an immediate context of situation, and also within the wider context of culture itself which provides more general views on femininity and masculinity capable of significantly influencing issues of gender behaviour. These are in fact the cues that belong to the realm of language-in-use which takes account of such context variables with impact on gender differentiation as: the sex composition of the participants, the favourite spatial-temporal settings, the types of interaction chosen, the adopted roles – both discourse roles and social ones -, the others' stereotyped expectations of gendered speaker behaviour. A special attention will also be paid to the role of the deictic elements and to the use of the floor – interruptions, silences, and turn length – that can be easily manipulated in gender terms. Dealing with all the above mentioned aspects always involves an analysis of their relationship to both power and patriarchy. It is thus clear that the topic of this paper requires more than one level of investigation since the display of gender identity is governed by complex factors.

Pragmatism and Discursivity

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One of the most important factors in speech is the clarity of ideas. Awareness of your own ideas and assigning complex and contextually appropriate meanings to a discourse ensure the efficiency and success of a speech. The flexibility of a language and the evolution of ideas in a discursive context help to overcome both conceptual relativism and the limits of a subjective world of the authors of a discourse. In a speech the author designs his own mental reality - the direct reason and experience. Beyond rationality, there is empathy between the author of the speech and listeners which is not less important. Thus, the speech from the pragmatic perspective also involves adapting the cognitive intentions of the author to the peculiarities of those who listen. The relationship

between the author of the discourse and receivers should not be unidirectional; in this regard we refer to the creation and evolution of a speech depending on the cognitive peculiarities of the receptors. One of the basic qualities of the author of a speech is the quality of being distinct in exposing ideas on the discursivity level.

In a speech the fundamental objective is producing persuasion. In its turn, persuasion is done in permanent relation with doubt. Awareness of truly autonomous and free ideas means involving critical thinking. In discursivity doubt is necessary because it also stimulates the mind for further ideational activities. The final result of thought designed in a speech is an exercise of will; persuasion in this regard represents a stage of mental action, a certain effect in human nature that will influence a human being in its subsequent actions, including those in the discursive ones.

Self-Referential Discourse as a Means of Fulfilling Political and Social Ends

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The purpose of the paper is to analyse the self-referential discourse within a larger framework, that of the political discourse.

The perspective we take is that of EMMY (*Ends Means Methodology* – Druguş, 2003), which proves to be a useful tool for analysing the self-referential discourse (of two American candidates for Presidency, 2016 campaign) as a particular type of means, able to fulfil both the candidate’s and the electorate’s ends.

The paper reunites social, linguistic, rhetorical and pragmatic points of view, in an attempt of identifying the role that self-referential discourse plays in the act of persuading, through its illocutionary force (Austin, 1962; Searle, 1969, 1979), the use of split-selves (Lakoff, 1996), strategies of impression management (Goffman, 1959) and emotional disclosure.

Speech Acts in Postmodern Poetic Texts

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This article brings into attention a present-day issue in the discourse analysis field, i.e. speech acts. The theoretical part of this study emphasizes the actional and intentional aspects of the language, according to which to communicate means to perform acts. The illocutionary force of poetry and its perlocutionary effects constitute an innovative pragmatic rhetoric. The applicative part of the study emphasizes the radical innovation of the poetic discourse, by using and thematising speech acts. The corpus had into view focuses on the Romanian postmodern poetry. The poetic text underlines the actional force of the performatives. Through the complexity of pragmatic accomplishments, the theory of language acts offers to the postmodern poetic enunciation a distinct note.

Types of Discourse in Professional Communication

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The paper highlights the most frequent types of discourse specific to different professional positions. It presents the main communication techniques, such as empathic, assertive and pragmatic communication and formulates the current operational objectives of professional communication. The valences and vulnerabilities of these techniques, their economic and professional values as related to the operational objectives of professional communication are also focused on.

*Mental Representations between “Textuality” and Discourse:
Michael A. K. Halliday’s Sociolinguistics*

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In spite of the differences between the biochemical and electronic processing of information, the cognitive or mental architectures serve to compare the various types of intelligence and to devise a common language for human, animal and artificial intelligence (while taking into account the static and dynamic “frames”). Starting from the fact that cultural and social representations share a “situational” semio-logics that can be placed within sociolinguistics or within a linguistics of categories, we can use for physical and social representations a broader formalism that aims at the idea of referentiality. If we expand the triad text – lexis – discourse to various types of “textures” (including the neurological or neural one), we will be able to take advantage of various approaches to sociolinguistics, such as that of Michael A. K. Halliday.

*Logical and Psychological Effects in Narrative or Descriptive
Discourse*

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The existence of persuasion or manipulation proves that any experienced orator knows that literary discourse can produce logical or psychological effects on the public; this construction begins from logical and phonological forms of language and from its levels of articulation. In this paper we study some strategies and tricks that can produce emotional, cognitive and volitional–relational effects as a result of the reception of Romanian literary texts. The theoretical narrative scheme

used by us contains the real - fictional model and diegesis and the theoretical descriptive scheme contains the author - possible world model and emotional or conceptual flow. The authors used in our analysis are, first and foremost, Ion Creangă and Nichita Stănescu.

The Prescriptivist Discourse

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“Language has immutable rules to be followed. It must be used as it should”. Prescriptivists insist on informing the insecure public of how to speak and write correctly and judiciously. The aim of this paper is to identify the main characteristics of the prescriptivist discourse in the English-speaking world. This is achieved through the discovery of recursive elements appearing in grammars and usage guides from the eighteenth century onwards. The correctness issue and a binary, either right or wrong, perspective on forms and meaning lie at the centre of the prescriptivist argument. Harsh language is often employed to vilify uses and forms, sometimes without argumentation. In addition, a strong relationship between language and thought is posited to the extent that grammar is claimed to organize the mind, while correct language is presumed to be the overt expression of correct thinking. Prescriptive rules are frequently established on the basis of logic, by analogy with ancient Greek or Latin, and by recourse to examples from authors whose authority and superiority in the use of language has been universally recognized. Prescriptivism plays a pivotal role in the maintenance of the standard language by rejecting variation and change. Once the main features of the English prescriptivist discourse are determined, the article proceeds to show that they have a cross-linguistic application. A few contemporary Romanian online articles are shown to exhibit fundamentally the same prescriptive ideas, attitudes and arguments as those identified for English over the course of the last three centuries.

*The Discourse as a Form of Communicative Interaction:
The Role of Argumentative Structure*

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Discourse represents a form of elaborated communicative interaction in which the speaker intends to transform the auditory or the public in various ways. Quite often, the final goal of good discourse is not only informative, but also persuasive. Therefore, we are interested in emphasizing a few important aspects regarding the influence of argumentative structure upon the efficiency of communicative interaction throughout discourse. In this respect, the efficiency of the discourse depends not only on argumentative correctness, but also on the correlation between the types of arguments invoked and the specific receptivity of the public. Thus, syntactic, semantic and pragmatic aspects of the communicative act are deeply interrelated when we take into account discourse efficiency. Given the fact that nowadays the public is more and more heterogeneous, while being in the same time dependent on information technology, the challenges regarding the discourse argumentative structure increase correspondingly, in order to allow it to remain efficient at the pragmatic level, as a complex form of communicative interaction.

Medical Discourse in an Ambulance

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Autoethnography has gained acceptance as a means of using self-analysis to point towards societal issues (Ellis, C., Adams, T. E., & Bochner, A. P. (2010). Autoethnography: An Overview. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12). The medical discourse is considered in this paper as the interview or verbal interaction between medical personnel and patients. This type of discourse has long – 20 years (Ong, L. M. L., De Haes, J. C. J. M., Hoos, A. M., & Lammes, F. B. (1995). Doctor-Patient Communication: a Review of the Literature. *Social Science & Medicine*, 40(7), 903–918) are nowadays an eternity – been researched in brick and mortar healthcare facilities. However, little is known about the medical discourse inside an ambulance.

This paper looks at a patient experience inside an ambulance, as recounted by the patient and rationalized by her son and focuses on examining discourse issues that might arise between the patient and the ambulance personnel. This paper goes to express that the patient feels that the medical discourse inside an ambulance is more personal and comprehensive than the medical discourse undertaken within the first hours in the emergency room. Issues of form, content and context are highlighted as possibilities for future research.

*“But Can We Do It without Grammar?” Possible Answers in
Foreign Languages Classes*

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In Foreign Languages classes, communication is one of the most, if not the most important word. The students’ final purpose is to establish connections, to understand and make themselves understood in a code that is different from their own, though the contents might well differ from one situation to the other. Some of the questions we receive from students, when trying to make an introductory needs analysis and to establish the best approaches, touch upon the importance of grammar – is “grammar” a must in this process or could we just set it aside (for good or at least for a while)? Students often regard grammar as a toilsome and rather unjustified/unnecessary undertaking. In this paper, we aim at investigating the methodological approaches of foreign languages classes that reject standard grammar-based stages of teaching (such as Michael Lewis’ “lexical approach” by chunks, in the 1990s), along with the respective critical reactions, in a compared analysis of advantages and shortcomings.

*Shaping New Identities through Discourse
in Narrative Therapy*

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This paper focuses on the field of narrative therapy and investigates the use of particular discourses within it. Beginning with the 90's, narrative approaches in education, psychology and in social sciences, based on poststructuralist, postmodern and social constructionist philosophy have increased in popularity. The dominant discourses in our society powerfully influence what gets "storied" and how it gets storied, but fortunately, we can oppose, undermine, or alter the influence of those discourses, making viable non-problematic life stories more possible. Narrative therapy in psychology emphasizes an understanding of the world through sharing stories and helps the individuals to move away from distressing storytelling and towards new stories that shape identities and relationships in line with the possibilities of desired presents and futures. Given the magnitude of social and cultural changes currently taking place, old stories that are detrimental may be weakened and replaced with those that are more highly functioning in new contexts, according to the desired values, hopes and dreams.

Hétérogénéité énonciative dans le discours publicitaire

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Le discours publicitaire, polyphonique par excellence, abrite, à part la « voix » de son créateur, d'autres « voix » collectives présentes dans les topoï, formules figées ou sociostyles qu'il véhicule et sur lesquels il s'appuie. On se propose de montrer dans cette étude que le caractère argumentatif de la publicité consiste aussi dans les jeux énonciatifs mis en place astucieusement par les créateurs de publicité français.

Idiolecte et figement

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L'article fait partie d'une étude plus ample sur la traduction de l'idiolecte. Parmi les caractéristiques de l'idiolecte, les expressions figées tiennent une place à part.

Dans la première partie, nous distinguons entre les expressions libres, celles figées et les collocations, montrant que les dernières constituent le passage entre la liberté et la rigidité d'expression, car les mots qui les forment ont une certaine tendance à apparaître ensemble, avec un degré de flexibilité, de transformation et de remplacement synonymique (Hernandez, Laureens). Elles se trouvent dans une zone floue, étant parfois interprétées comme des expressions libres, d'autres fois comme des expressions figées. La collocation présente un haut degré de restrictivité et de figement, tout en admettant que les collocations laissent place à des possibilités de substitution et de modification limitées.

La deuxième partie présente les divers types d'expressions figées, en passant en revue diverses définitions et caractéristiques permettant de les différencier. Nos propos s'appuient sur des exemples puisés notamment dans le livre de Maria Helena Svensson, *Critères de figement*, 2004. Pour une délimitation cohérente, nous décrivons les catégories d'expressions (proverbe, collocation, locution, phrasème, gallicisme, idiotisme) et les critères qui les relèvent (la mémorisation, le contexte unique/limité, la non-compositionnalité, la syntaxe marquée et le blocage lexical et grammatical). Ces critères constituent autant de pistes à emprunter pour vérifier qu'un groupement de mots forme ou non une expression figée. Selon Grossman, Mel'cuk, Misri, Bally et d'autres, nous montrons que ces critères représentent des indices ou des conditions obligatoires ou non pour repérer les expressions figées.

En conclusion, nous considérons posséder parmi les informations présentées des jalons importants pour une correcte identification des expressions figées, marques définitives pour l'idiolecte comme type particulier du discours.

Diachronic Perspectives on Journalistic Discourse.

Particularities of the Romanian Media

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This paper explores the evolution of journalistic discourse starting from a remark made by Polish anthropologist Bronislaw Malinowski – “A language evolves in response to the specific demands of the society in which it is used” (Malmkjær 2002: 167) and the concept of journalistic paradigm developed by Charron, Brin and de Bonville (2003, 2004, 2007). Our theoretical framework suggests that each paradigm is context dependent and thus the journalistic discourse reflects the contextual dynamics of the society in which it is used. The analysis of social, political, cultural or economic contexts starting with the beginnings of the periodical press in 18th-19th century has led authors to identify four journalistic paradigms, labelled chronologically as follows: transmission (based) journalism, opinion (based) journalism, information (based) journalism and communication (based) journalism. In keeping with this diachronic approach, the present article includes reflections on the evolution of Romanian journalistic discourse within each of these paradigms. Drawing on relevant examples from the Romanian press – from the first dispatches of the Agerpres news agency in 1889 to the current click-bait news headlines of the online media outlets – this article synthesizes the main features of each discursive paradigm by using Jakobson’s linguistic model of the functions of language as a pertinent tool to discourse analysis.

*Politesse positive/négative et le jeu des personnes dans
l'interaction auteur(s) de manuels – élève(s)*

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L'interaction auteur(s) de manuels – élève(s) représente un cas particulier d'interaction: une interaction implicite, médiata – surtout dans l'enseignement primaire – par le professeur et, dans les dernières variantes de manuels, par les «personnages» qui répondent aux besoins ludiques du public-cible-enfant(s).

Dans ce contexte, on propose l'analyse des manifestations verbales et nonverbales que la politesse positive et la politesse négative prennent dans cette interaction particulière (textes-support : les manuels alternatifs de Communication dans le roumain/Langue et littérature roumaine, pour l'enseignement primaire): d'une part, l'idée de communauté communicative, la symétrie, le caractère familier, sociable, la solidarité et, d'autre part, le caractère impersonnel, la distance auteur(s) – élève(s), la tendance de surévaluer, d'anticiper les problèmes etc.

Voir, par exemples: (a) au niveau verbal – formes de la première personne du pluriel (pronoms, adjectifs possessifs, formes verbales etc.), les noms des groupes de travail, les marques lexicales d'un territoire commun, tout comme des responsabilités des membres d'une équipe, les formules projectives de certaines activités; exemples d'explications, de motivations, l'utilisation de formules impersonnelles, respectivement intégratives etc.; (b) au niveau nonverbal – images/symboles-marque pour un certain groupe, pour un certain type d'activité, les marques graphiques des résultats d'une (auto)/(inter)évaluation; les icônes de type ☐, les symboles de l'interlocuteur qui écoute en silence, du temps nécessaire pour une certaine activité etc.

Associé à ces manifestations, c'est le jeu des personnes – voir les formules d'adresse qui contiennent la première personne (pluriel, le plus souvent) et la deuxième personne (singulier/pluriel), tout comme les représentations de la troisième personne. Implicitement, c'est le deixis personnel (subjectif et intersubjectif/relationnel) qui comporte une

analyse nuancée au contexte de l'interaction auteur(s) de manuels – élève(s).

Dramatic Discourse as a Blueprint for Production

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The dramatic genre witnesses the interplay of two kinds of discourse: the dramatic discourse, i.e. the system of linguistic signs in a play, and the theatrical discourse, i.e. the organized system of signs and stimuli realized during the performance. Within dramatic discourse itself, distinction can be made between the principal dramatic discourse, represented by the characters' dialogue, monologue or aside and the secondary dramatic discourse, which comprises the stage directions. The latter represent the author's objective discourse in which: the dramatis personae are named and each is allotted a number of turns in the unfolding of the play; the characters' facial expressions, gestures, movements, actions, as well as the setting, props, lighting and sound effects are indicated. It follows that the main role of the stage directions is to establish both the imaginary communicative context of the play (together with the dialogue) and the concrete communicative context of the performance ('translated' into the *mise-en-scène*).

A distinction can be made between intra- and extra-dialogic stage directions. Usually italicised and sometimes subject to certain parenthetical conventions, extra-dialogic stage directions precede, are interspersed with or succeed the dialogue. Intra-dialogic stage directions, on the other hand, form a 'second register' that can be found within the dialogue itself.

This paper focuses on the typology and function of intra- and extra-dialogic stage directions, a topic generally neglected by critics of a literary orientation.

*“In Fair Verona, Where We Lay Our Scene”: The Interplay of
Dramatic and Cinematic Discourse*

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Many Shakespearean plays have served as source inspiration for film directors. *Romeo and Juliet* makes no exception: starting with the silent movie directed by J. Stuart Blackton in 1908 and up to the present day, there have been many adaptations to films or television of the play presenting the fate of the two “star-crossed lovers.” Out of these, perhaps the most notable are George Cuckor’s Oscar-nominated 1936 production, Franco Zefirelli’s 1968 film, and Baz Luhrmann’s 1996 *Romeo + Juliet*.

This paper will focus on Luhrmann’s film, featuring Leonardo di Caprio as Romeo and Claire Danes as Juliet, with a view to show how the cinematic discourse of the movie proposes a postmodern approach to Shakespeare’s play, based on a constant interplay between deconstruction and intertextuality.

*Cynicism, Sincerity and Self-Help in David Foster Wallace’s
“Infinite Jest”*

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Irony, according to author David Foster Wallace, has become the lynchpin of the post-modern condition in the U.S., rendering “old-fashioned” ideals like God, Family and Country obsolete. His seminal novel, *Infinite Jest*, illustrates this by immersing the reader in a dystopian near-future, where even the calendar is prone to corporate sponsorship (“Year of the Trial-Size Dove Bar”). Through this novel and his essay on television and U.S. fiction, “E Unibus Pluram”, Wallace made the case that our mainstream culture is over-saturated with layer upon layer of hip

cynicism, and this blasé attitude can only be fought by engaging with single-entendre principles. For Wallace, old-fashioned sincerity, as unhip as it may sound, is exactly what the world needs to break free from a postmodern tradition started in the 60s, when writers like Thomas Pynchon, John Barth, and Donald Barthelme ripped a hole in the literary space-time continuum. While certainly influenced by the black humourists of the 60s, Wallace intended a literary patricide of his own by injecting a serious dose of humanism into his work, creating what could be deemed “ethically-viable” fiction. No method of discourse is left untouched by his output, no matter how humbling they are to the intellect: Wallace makes us see the beauty of community-building in something as banal as Alcoholics Anonymous, or blind faith in ritualistic clichés inherent in self-help books. These methods, though wholly unsophisticated, may offer a way out of our millennial malaise where over-thinking has failed. This emotional detachment feeds itself on our unwillingness to reach out and abandon our ego-driven thought-patterns.

The Role of Assertive Communication in the Civic Education of Young People

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The paper aims to synthesize a series of scientific arguments that support the idea of the necessity of developing assertive communication skills in young people. It also emphasizes the role of self-assertion techniques in strengthening the young people’s civic education. Civic competence, one that develops as a result of civic education, allows the individuals to take charge over their own lives, to optimally adapt in the school and social environment and even to intervene in decisions at the society level. This paper focuses on the issue of the dynamics of self-esteem, communication of positive and negative emotions, the power to defend your own rights and the development of responsible civic behaviour. The paper defines concepts such as assertiveness, assertive communication, civic competence, civic education, self-esteem,

motivation and demonstrates the correlations that exist between them for the young people who act in a complex and multicultural society.

Depiction of the Countryside in Władysław Reymont's "Chłopi" and Liviu Rebreanu's "Ion" and "Răscoala" as Examples of Literary Discourse

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At the beginning of 20th century in Poland, as well as in Romania there were created very important works of literature where broadly defined rustic topics were presented. There are directly shown country landscapes, the daily life of the villagers, rituals connected to their lifestyle and social differences between peasants in their own class. The authors of this article try to gather and compare images of the country presented in "Chłopi", written by the Polish Noble Prize winner Władysław Stanisław Reymont (1867 - 1925) and in "Ion" and "Răscoala" by the Romanian writer Liviu Rebreanu (1885 - 1944). The analysis of these literary works focuses not only on content itself, but also on the stylistic devices and literary forms of expression that both writers used to describe the image of the countryside. More specific attention is directed towards language, which is in both examples depicted as dialect.

La traduction publicitaire - une « belle infidèle »

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Aujourd’hui la publicité est présente dans la plupart des sphères d’activité : politique, éducation, culture. Elle est devenue aussi une partie importante de la sphère économique, puisqu’elle aide les compagnies à mieux vendre leurs produits. Le but de cette étude est d’observer les types de traduction utilisées par les publicitaires dans la transposition des leurs messages et la manière dont le processus de traduction publicitaire a évolué en Roumanie et en France depuis l’entre-deux-guerres jusqu’à présent. L’étude sera fondée sur un corpus de documents qui démontrera les similarités et les différences entre les publicités roumaines et françaises dans des périodes différentes. Il est aussi intéressant d’analyser la manière dont on traduisait les jeux de mots dans les slogans roumains et français de l’entre-deux-guerres et de la période contemporaine, les difficultés survenues, les adaptations et la manière dont on trouvait l’équivalent afin d’en transmettre le message.

L’adaptation a contribué à l’apparition des techniques et des pratiques qui se trouvent entre la reformulation et l’écriture partielle du texte original. On peut trouver la reformulation dans les slogans publicitaires, surtout ceux des années 1990.

L’équivalence a contribué aussi à la garde du même effet que l’original. Quand le traducteur a plusieurs variantes, il choisira le terme qui aura plus d’effet sur le lecteur. Cela arrive aussi dans la publicité, où le traducteur doit trouver l’équivalent qui attire le consommateur. À cet égard, on constate que le traducteur doit comparer non seulement les langues entre elles, mais aussi les différents modes de traduire, de sorte que le texte publicitaire traduit soit un « alter ego » du texte original.

The Cinematic Discourse. A Psychoanalytic Approach

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Although the Lumière brothers argued that the cinema had no future, their sceptical attitude did not come true: their astounding invention that would soon amaze the entire world, was actually the starting point of a spectacular new form of art. The beginning of the cinema is not exclusively linked to the name of the Lumière brothers, yet, besides being the producers of the first launched moving pictures, they are considered the inventors of cinematic technology as such.

Belonging to the modern world, the cinema took (as theatre did, in its turn) what was more suitable and profitable from the other arts, thus obtaining a result that demonstrated not only the advantage of such “loans”, but also the fact that the newly born art soon became a mass phenomenon constructed on a fascinated and flawless illusion in which everything was possible.

The cinematic discourse has his own grammar, semantics and stylistics emerging from two essential codes: the visual and the voiced one. In its essence, the cinematic discourse points to a relationship of dramatic type, much resembling the theatrical one, but functioning in different aesthetic and technical parameters. A highly approached term, the cinematic discourse remains somehow ambiguous, yet complex and challenging. The film, as the theatre in its turn, is an eclectic art and a team creation. While the theatre actor performs in front of a dark hall where tens of people who are watching him are supposed to launch an immediate feedback, the cinema actor does not experience this. The feedback comes much later, the moment the film is projected in the cinema hall. To make a film is to build a world in which the viewer is offered an experience that almost overlaps the reality around while leading to remarkable cognitive and emotional effects. The definition of the cinematic discourse operates the distinction between the artistic creation as such and the way in which this creation is perceived by the public.

*A Critical Discourse Analytic Study of Iranian and Asian
Universities' Webpages*

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In the age of the advancement of technologies, the Internet plays a vital role in every aspect of our modern life across the world. People use webpages to find solutions for their problems and to find answers for their questions. Among billions of websites working in today's world, official websites including those belonging to universities are the entrance gateway for prospective students and professors. So, studying the webpages of universities in general and the About Pages in particular can be seen as a neglected line of research. Hence, the present study is aimed at analyzing how four Iranian universities (i.e., University of Tehran, University of Tarbiat Modares, Imam Sadiq [P.B.U.H.] University and Ferdowsi University of Mashhad) and four universities located in other parts of Asia (i.e., University of Malaya aka UM in Malaysia, University of Indonesia, United Arab Emirates University and Qatar University) represent their organizations on their official websites using a CDA-driven perspective. The findings of the study reveal that significant differences exist in the way the mentioned educational institutions encouraged students to choose them on their websites.

Oleanna or the Instability of Speech Acts

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The paper intends to examine the literary discourse in David Mamet’s 1992 play, *Oleanna*, by focusing on the speech acts that make up the dialogue of the play. The chosen title reflects the paper’s contention that Mamet dismantles the functionality of speech acts and denies the possibility of meaningful communication between two characters.

The paper aims to counterpoint previous stances which have argued that *Oleanna* is a play about gender relations and power dynamics between a student and a professor. While such themes cannot be ignored and do inform the characters’ background and motivations, this paper argues that *Oleanna* is also a play about cultural identity and to what degree that identity is formed by speech. David Mamet submits that, once speech is fraught with danger, identity itself collapses. The matter of power becomes a negotiable part of speech; hence, a student manages to endanger and, ultimately, end a professor’s career thanks to the performative quality of her speech. Social hierarchies and gender relations are adjusted through speech acts, and not through character development. In fact, David Mamet himself argues against the existence of character growth, or character: “There is no character. There are only lines upon a page” (Mamet, True and False, 1999).

In outlining the points established above, the paper commits to a partially linguistic approach in its analysis of speech acts and is thus indebted to linguists and scholars such as A. J. Greimas, Ch. Peirce, J.L. Austin and John Searle. Likewise, the paper corroborates the view that *Oleanna* relies on text ambiguity and reader/audience reception rather than modernist realism.

*« Vos mètres carrés n'ont jamais eu autant de valeur » Une
incursion dans le discours publicitaire des promoteurs
immobiliers français*

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« Devenez propriétaire aux portes de Paris »

« Profitez d'un weekend exclusif pour habiter ou investir à deux pas
de Paris et Corentin Celton »

« L'excellence au quotidien à Puteaux. Laissez-vous séduire par notre
résidence d'exception »

« De magnifiques terrasses et balcons ensoleillés à vues dégagées. »
« La qualité plus abordable que jamais »

Voici quelques-uns des slogans qui peuvent être lus sur les quais de métro parisiens et dans la presse gratuite qui y est distribuée. Ils sont accompagnés d'images présentant des immeubles collectifs fleuris, sur des pelouses immaculées, foulées par des couples souriants. En petites lettres, un bon quart de la surface typographique est utilisé pour restreindre et circonscrire la portée des promesses qui viennent d'être faites.

En France, les promoteurs immobiliers fabriquent la moitié des logements collectifs, soit le tiers des logements neufs. Dans le cadre d'un processus de production bien rôdé, les logements sont vendus à des acquéreurs individuels.

Les logiques d'achat sont variées, du primo-accédant qui en fera sa résidence aux ménages qui mettent leur épargne dans un pied à terre en passant par les investisseurs cherchant à profiter des avantages fiscaux accordés aux loueurs individuels. Pour toutes ces motivations il existe un modèle adapté, prêt pour le marché, attendant son habitant comme une paire de chaussures son acheteur.

Cette rencontre n'a cependant rien d'automatique, puisque à la différence d'une paire de chaussures, l'acquéreur ne peut pas visiter sa future demeure – il achète sur plans, avant construction. Dès lors le

matériel publicitaire constitue le premier contact de l'habitant avec son logement

L'étude de la publicité des logements réalisés par les promoteurs devrait nous renseigner sur les catégories qui fondent le rapprochement entre producteurs et consommateurs. A travers le discours publicitaire, le producteur sélectionne et dispose les qualités de son produit, renvoyant à l'hypothèse de Michel Callon d'une économie des qualités. Mais quelles sont ces qualités? Selon quelles combinaisons sont-elles assemblées? Que met-on sous silence? Que peuvent-elles nous dire sur le logement en tant que marchandise et sur les habitants en tant que consommateurs?

Pour approcher ces questions, la communication que nous proposons analyse une sélection de publicités parues dans les journaux gratuits parisiens ainsi que leur documentation commerciale. Il les mettra en regard des pratiques proposées par les manuels de marketing immobilier. L'analyse formelle du discours publicitaire est mobilisée ici pour comprendre ce qu'il révèle sur ses locuteurs – les promoteurs immobiliers – ses récepteurs – les acquéreurs – et son objet – le logement neuf.

Figures du discours: la description

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Définition, diachronie et fonctions de la description dans le roman français; le statut du personnage romanesque en tant que signe intégré dans le message; les procédés de caractérisation indirecte, parmi lesquels la description du décor en accord ou en désaccord avec les sentiments et les actions des héros; la métonymie narrative: le tout caractérise la partie, le décor suggère les qualités et les défauts du personnage, l’habitat détermine l’habitant. Les rapports de la description avec le texte narratif dans lequel elle est insérée.

Corporelité et spatialité dans la communication analogique

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Le langage, en tant que système cohérent de signes, dont le rôle dans la communication et la socialisation de l’individu est fondamental, est le principal instrument d’expression humaine, mais il n’est pas le seul. Selon les théories axiomatiques du Groupe de Palo-Alto, l’émotion et la créativité caractérisent le deuxième type d’interaction, situé en rapport de complémentarité avec la communication digitale : la communication analogique ou non verbale. Celle-ci repose sur la fonction symbolique du langage et définit notre capacité innée d’entrer en relation avec l’Altérité sans aucun support linguistique; les rituels, les gestes, la mimique etc. ne sont que des niveaux différents d’un même mécanisme de métaphorisation qui définissent l’individu et dont il se sert inconsciemment pour parvenir à l’expression de son imagination interactionnelle.

The Modification of Proper Names in Discourse

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The semantic theory of the proper name has focused around the unequivocal referent denomination initially through an act of naming. The insertion of the proper name in phrases containing determiners (articles or attributive constructions made up of an adjective, a noun accompanied by a preposition or a noun in the genitive) entails changes in its meaning due to the reconfiguration of the relationship with the initial referent and the creation of a discourse referent. Starting from excerpts of literary and non-literary texts, the article highlights the types of syntactic constructions in Romanian with the modified proper name, the semantic analysis of the relationships of meaning with the referent, as well as the stylistic analysis of the means of expression involved in the modification of the proper name. The aim of the article is to bring its contribution to defining the modified proper name by contrasting it to the standard, unmodified proper name on the one hand, and to the already lexicalized one (when the relationship with the referent is mediated by a conceptual value). Regarded in the past as an isolated linguistic element, the proper name, as part of discourse structures has started to design its semantic component, in different hypostases, including the one in which it is modified.

*Discours de la mémoire maternelle
dans l'œuvre de Jean Rouaud*

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Schématiquement, le discours proposé par Jean Rouaud dans son œuvre nous apparaît comme un système d'axes situés dans un plan. Deux séries d'axes à deux points extrêmes : le point « enfant », représenté par le caractère du narrateur qui donne vie et voix aux disparus, afin de vaincre leur deuil; de l'autre côté de l'axe, égal, mais de signe contraire, il y a le point « monde extérieur » - l'Histoire, le chaos qu'elle provoque, gens et objets qui n'appartiennent pas à la famille.

Le point « père », égal, mais de signe contraire au point « mère », symbolise le dynamisme, la pierre qui bâtit et qui apporte à la fois la mort, le vent qui chasse les nuages, l'espace ouvert et le tragique engendré par sa disparition prématurée; tandis que, le point opposé, « la mère », est le pouvoir créateur, la pluie qui sauvegarde, l'espace clos de la famille, sa cellule protectrice. Les deux nœuds sont égaux, à peu près identiques, puisqu'ils suivent la même évolution dans la famille, mais ayant des fonctions distinctes, quoique suffisantes et convergentes: le père, plutôt centrifuge, est celui qui entretient la famille de l'extérieur, tandis que la mère est celle qui le maintient centripète de l'intérieur. Les deux protègent la famille d'une manière ambivalente, incarnant ainsi l'expression du prosaïque (le père) et de la poétique (la mère).

Dans cet écrit nous allons examiner le discours rouaudien en considérant images et perceptions liés à la poétique maternelle, leur projection dans le réel et dans les rêveries, ainsi que leurs relations réciproques : de manque, de recherche, de dissimulation, de soutien, voire de protection intérieure.

Can Science Teachers Effectively Support Discourse Regarding Socio-scientific Issues?

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Common trends in science education - integration of Socio-Scientific issues (SSI) and Responsible Research and Innovation (RRI) involve classroom discourse and argumentation. Science teachers are supposed to set norms of discourse, support their students in arguing, and reasoning.

Science teachers often lack the pedagogical knowledge needed for maintaining a meaningful discourse. We designed and implemented a course for teachers, focusing on discourse and argumentation pedagogies. During the course the teachers experience a debate and analyze fallacies.

The study measures the impact of the intervention on teachers' perceptions of argumentation in the context of SSI.

Methodology:

We have used pre/post questionnaire and a Repertory Grid Technique (RGT) to elicit teachers' perceptions of argumentation and discourse in SSI context.

RGT is a technique (Kelly 1955) designed to elicit cognitive constructs like: knowledge, perspectives, logical constructs and more. The leading question of the RGT was: Please list 10 things that a science teacher should do to support his/her students' argumentation skills in SSI contexts.

Population

- 1) 19 Science teachers participating in the course.
- 2) 30 Science teachers who performed one debate during another program but without any background knowledge.
- 3) 30 Science teachers who had no intervention.

Results

The lowest mean score in the pre test was for the category of pedagogical tools to assess students' arguments, mean score of 2.4. It was significantly improved in the post test - 3.5 ($p > 0.006$). Teachers see the

importance of SSI and argumentation skills with mean scores of 4.0 and 3.9 respectively. There is a significant change in the score of SSI importance ($p > 0.005$).

RGT Results

All teachers who participated the program mentioned the need to explicitly introduce argumentation and exercise discourse to students.

Teachers were not specific relating to actual practice that encourages discussion: being attentive to the students, perform different styles of teaching, be attentive to heterogeneity of the class.

More results will be presented and discussed in the full paper.

Child Abuse and Communication Problems

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The article highlights the fact that child abuse affects development. Abuse and neglect are defined in this context as being an experience - outside normal interaction with the child – that causes significant harm. The effects of abuse and neglect are poor communication, overexcited, aggressive responses, dissociative reactions, difficulties regarding decision-making functions and school failure.

Communication and Multinational Cultural Influence

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This paper builds a bridge between traditional research and theory in terms of communication and national cultures, primarily Hofstede and Trompenaars & Hampden-Turner theory and applied methodology.

The paper emphasizes how traditional research could be applied in communication in class, thereby showing opportunities of bringing a better learning outcome by avoiding communication "failures".

Communication Tools in Adult Education Politics

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In the 21st century Adult Education represents a topic of ultimate importance all around the world. Nowadays people are so concerned about personal and professional development that sometimes adult education may be seen even as a luxury. There are specific parts of the world where adult education is rather focused on literacy, but there are also other parts where it is focused on developing highly skilled workforce. In this category we may include managers, leaders, chefs, trainers, etc. that are involved in process of lifelong learning. Different forms of adult education began in early 1700s with apprenticeship programs. During the centuries the process of adult education has extended and in the late 1900s the concept of Adult Education shaped to Lifelong Learning. From now on, the process of education takes place in the context of personal growth and it has little or even nothing to do with economic concerns. The purpose of the article is to analyse the new trend in training classes and to see how lifelong learning modern strategies motivate adults to engage in specific training courses. We will also analyse the communication tools that a trainer uses with adult learners. Adult education has qualitative implications and not quantitative ones, and it focuses on communicating an experience, rather than communicating information. In Lifelong learning process communication is an important issue from the perspective of the specific background that the trainer should offer.

*Extratextual Elements and Intertextual References in the
Subtitling of Humour*

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Unlike other forms of translation that win their battle with time for decades or entire centuries, audiovisual translation in general and subtitling in particular is short-lived and volatile. This is especially obvious in the case of humorous audiovisual products where competition for broadcasting and re-airing is fierce and the decision is ultimately dictated by both audiences and policies and strategies of broadcasting companies. The phenomenon is due, on the one hand, to the invasion of audiovisual products, the audiences' desire for novelty and their ever-changing tastes and demands, the fast technological changes in the field and, on the other hand, by the fact that humour in audiovisual products is often based on extratextual elements and inter- and intratextual references that become outdated and obsolete in time. What was funny a few decades ago might be perceived today as slightly amusing or even nonsensical.

This study aims at analysing the role of extratextual and intertextual elements in the production and reception of humour and at pointing out translation strategies used by subtitlers in their endeavour to incorporate extratextuality and intertextuality in the translation and make it available for the target audience.

Facilitating Intercultural Communication and the Integration of International Students. The International Coffee Project – Strategy and Implementation

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The aim of this paper is to provide a comprehensive insight regarding the implementation of the project entitled “International Coffee”, which was thought as an attempt to facilitate the integration of the foreign students in the local community, as well as to promote a more interactive and open means of intercultural communication among the national and international students. By identifying an issue in the academic environment, represented by the lack of such extra-curricular activities that could improve the quality of international experiences and the socialisation function of the University, this particular project has been thought to surpass it. Following the steps in order to plan, implement and assess the project, the paper will offer a better overview from the point of view of project management. In this respect, the aspects taken into account will be to analyse the stages of implementation, the difficulties encountered, the overall contribution regarding the amelioration of the identified issue and the development of an intercultural forum of dialogue. Therefore, this study presents a set of theoretical and practical implications resulted from the implementation of the “International Coffee” project, consequently to the debriefing process. Whereas the project’s milestone is to share information across different cultures and social groups and to promote tolerance and multiculturalism, the paper can be used in the future as a guide or practical instrument for facilitating the management of similar projects, bearing in mind this experience as a model of potentially good practice. Coordinator: Tudor Stanciu.

*A Study of Taiwanese Students' EFL Learning Experience at the
Pre-College Level*

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Traditionally, EFL instruction practices in many East Asian countries, including Taiwan, were based on the grammar-translation and the audio-lingual methods. However, the globalization of the modern world has put emphasis on new educational approaches and standards shifting the focus from reading and listening to building learners' communicative competence through developing their English communication skills. Notwithstanding that, quite a number of studies infer that many East Asian learners fail to become confident communicators and users of English in spite of years of learning the language. This paper discusses the results of a survey of 100 first-year English-majoring students studying at the Department of Applied English in a private university in southern Taiwan. The respondents were asked to reflect upon their junior and senior high school EFL learning experience. The purpose of the survey is to find out which of the four basic EFL skills students practiced most frequently in the classroom. The results reveal that the majority of samples had to concentrate on English Reading, English Listening, and, to some extent, English Writing activities rather than on oral communication. The findings prove statements made by a few researchers previously, that there exists a conflict between the official EFL curricular policies urging the implementation of Communicative Language Teaching (CLT) methods and the reality of teaching practices at the secondary school level in Taiwan. To explore the attitudes towards the CLT approach and factors hindering its implementation in the secondary school classrooms, further studies are vitally needed.

La communication éducationnelle. Les difficultés de la communication éducationnelle des étudiants du domaine technique dans la préparation psychopédagogique

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Dans cet article sont présentées les différences conceptuelles entre la communication en général - qui est un des concepts le plus amplement applicables dans nature, société, science, technologie et art - et la communication éducationnelle. La communication éducationnelle est décrite du point de vue théorique, avec ses fonctions et spécificités dans le programme de formation psychopédagogique des étudiants d'une université technique. Du point de vue méthodologique l'auteur a élaboré un questionnaire dont le but est d'identifier les difficultés de communication des étudiants de DPPD-TUIASI en ce qui concerne les disciplines psychopédagogiques et la relation professeur-étudiant. Ce questionnaire s'appliquera à un nombre important d'étudiants afin de mettre en évidence les plus importantes difficultés de communication des étudiants au sein de la formation psychopédagogique. Dans la dernière partie de l'article, l'auteur offre des solutions amples pour surmonter les difficultés de communication des étudiants, dans le but d'augmenter les performances dans l'enseignement, mais aussi de susciter aux étudiants un véritable plaisir pédagogique.

*The Translator's Voice as the Focal Point of the Narratology –
Translation Studies Intersection*

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The voice of the translator, defined as the discursive presence of the translator in the text (Hermans, 1996), is an important concept in the analysis of translated narratives, since a story that is retold can and does undergo identifiable narrative changes such as shifts in focalization. The article surveys several relevant publications from 1986 to the present that focus on narrative changes in the translated text, including Giuliana Schiavi's and Theo Hermans' complementary articles, as well as more recent work such as Haidee Kruger's. The translator, by definition a mediator between two linguacultures, also emerges as a new and occasionally intrusive presence in the communication between the real author and the real reader. When analysing the translated narrative discourse, the translator's voice may be a tool in itself and not simply the focus of a comparison between source and target texts. While shifts notably appear in children's literature, which is more predisposed towards adaptation through translation, they are by no means limited to this one type of narrative. The investigation into previous research of the intersection between translation studies and narratology leads both to theoretical conclusions on the role played by the translator and to the highlighting of practical aspects that make the translator's voice heard.

Poets and Translators: Theory and Practice in a Poem by

Joseph Brodsky

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The Russian-American poet, Nobel laureate Joseph Brodsky (1940-1996) developed a theory of (self-) translation which he endeavoured to apply to his own poetry, sometimes with other poets and translators as co-workers. Brodsky's theory combines some ideas (to be found in his essays), close reading techniques and the method of the analysis of poetry designed by Yuri Lotman. The paper presents, after a survey of the above, an analysis of a Brodsky poem written in Russian, two English versions and its Romanian version. The paper formulates a positive conclusion as to the translatability of (a certain kind of) poetry.

Discourse, Translator, Censorship

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In the audiovisual translation, the initial discourse transforms across the self-censorship of the translator, and across the censorship that imposes him for different routes. Under the dictatorship of Nicolae Ceaușescu, Romania has experienced the three factors of censorship - social, political and religious - that Manvell enunciated in his book *Film* (1944). His despotic absolutism had also an impact on audiovisual translation, so that a whole generation of young people were raised and educated with cartoons only 10-15 minutes a day, and occasionally they could enjoy a film from the West, in the two-hour broadcast per day on only one channel. The censorship, which applied to foreign films, was totalitarian and abusive, so the result was to hinder the work of translators, and often to alter or entirely change the original product, according to the personal interests of the censor.

Story Reading Class in Bilingual Kindergarten

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The English kindergarten class focuses usually on oracy, i.e. developing speaking and listening skills first. For that purpose, discourse communication is here an indispensable part of language learning. In the bilingual kindergarten, discourse in the meaning of interaction is practiced through different activities such as conversation, game, and story reading in the foreign language class. The last one comprises several phases, such as preparation (e.g. choosing a correct story), introduction (e.g. explaining vocabulary), reading (e.g. use of effective techniques), and the follow-up discussions that are investigated in the study. Story reading is an integral part in all preschool curricula. From the linguistic perspective, it develops listening and speaking skills, expands vocabulary, and indirectly teaches grammar. Therefore, the article analyses the appropriateness of vocabulary, syntactic structure, and their difficulty degree in the chosen story. From the semiotic perspective, the article also evaluates the appropriateness of the accompanying pictures as they are often the main reference in the comprehension process of the children. Such analysis is targeted at the most common English story books used in different Taiwanese bilingual kindergartens. The investigation is conducted from both viewpoints of the teacher and young learners. Besides, the main research focus is directed to the working procedure with the story book because only effective methodology can contribute to successful listening comprehension and subsequently to productive foreign language learning. In addition, the implementation of literacy through story reading is also elucidated in the research paper. To sum up, the study evaluates primarily the linguistic value of the story in addition to its narrative and semiotic values.

An Analysis on Sexist Proverbs and Idioms in Turkish

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Proverbs and idioms are the phrases which are the cultural heritage of the community. Each of these proverbs and idioms has been distilled for hundreds of years and has reached today's world. Many of these proverbs or idioms have been expressed and approved as a result of individual or social experience, becoming the most straightforward and easiest way of elucidating a situation. Proverbs and idioms often carry a local feature. However, some phrases can earn a universal meaning as in the example of "You too, Brutus!" in Turkish. Some of the proverbs and idioms, however, can carry a free identity of the social structure and values. For example, the proverb of "If you have money everybody is your friend, but if you don't have any, your road is narrow" is used in a universal sense. On the other hand, some proverbs and idioms are of direct concern for the social structure and values. These are considered as phrases based on traditions, customs, religion, morality or generally accepted cultural elements. For example, the phrase "Women have long hair and short wisdom" indicates a society where women are not considered to be smart enough. Questions such as "What is the background to this phrase?", "Where does the phrase have its origin?", "What is the validity of this proverb?" are matters that should be analysed.

In this paper a discourse analysis approach will be carried out for sexist proverbs and idioms against women in Turkish, giving examples, reasons, validity and social basis for these proverbs and idioms.